

Summary of Accountability Work Group Recommendations for Nevada School and District Accountability Systems

- Accountability measures of workforce/college and career (CCR) readiness should only apply to high schools.
- Use the ACT and ACT Work Keys Assessment as a measure of CCR.
- Indicate the percentage of students taking the ACT and/or ACT Work Keys and the average score earned on the ACT and ACT Work Keys in the NSPF school rating.
- Clarify/communicate the NSPF measures and meaning.
- Revise the NSPF to include trends in accountability measures including reporting on subgroup measurements (ELL, FRPC, etc.).
- Ensure the rating system addresses the progress that *all* student groups make in order to provide an equitable picture and demonstrate school achievement.
- Measure school offerings of courses with supports and accommodations to *all* students.
- Track the growth of students as individual learners.
- Promote and track student access and participation in before and after school clubs, sports, enrichment, and/or activities
- Compare percentage of clubs and capacity to the percentage of students enrolled. Schools allocate adequate funding and personnel for before and after school activities
- Track staff attendance.
- Track staff continuity and transiency.
- Use an N-size of 10 for all accountability determinations.
- Calculation of 4-year Adjusted Cohort Graduation Rate (ACGR) should also include ESSA's Section 1111(c)(4)(F) "Partial Attendance" requirement.
- Identify "Comprehensive Intervention" high schools based on more than just the 4-year ACGR graduation rates.
- At the District level, measure access to a Well-Rounded Education.
- Measure a District's collaborative communication plan.

Priority	ES/MS Indicator	Weight	ESSA Req.
2	Test Scores { <i>proficiency rates</i> }	24%	Yes
1	A "measure of student growth" or other academic indicator that allows for meaningful differentiation among student groups	38%	Yes
3	English Language Proficiency	13%	Yes
4	At least one indicator of school quality or success that allows for meaningful differentiation among student performance	14%	Yes
	Total	89%	
Priority	HS Indicator	Weight	ESSA Req.
2	Test Scores (in addition to this, state may use student growth based on annual assessments) { <i>proficiency rate</i> }	23%	Yes
1	Four-year graduation rate (In addition to this states may use an extended-year graduation rate)	28%	Yes
4	English Language Proficiency	11%	Yes
5	At least one indicator of school quality or success that allows for meaningful differentiation among student performance	11%	Yes
3	College and Career Readiness*	18%	No
	Total	91%	

*Not an ESSA indicator, but was a highly recommended additional indicator

Examples of Additional Indicators: Equity, Absenteeism, Early Literacy, High School Readiness, Student Engagement